HOME ECONOMICS DEPARTMENT

REPORT AND EVALUATION 2007-2008

	Action / Task	Evaluation	Suggestion for the next year
1	**Enhancing learning effectiveness**		
	a. To carry on uploading learning materials and students' work onto the e-learning platform	a. The e-learning platform has been established and the website materials have been updated regularly. Our students and their parents can get learning materials and information about ATEC from the e-learning platform. Besides, the website is also used to display students' work. All these have helped in enhancing learning effectiveness and communication.	a. It is suggested that more students' work be posted onto the website so as to enhance learning effectiveness and communication.
	b. To develop the use of the Core Skills Framework which standardizes common skills for students' learning and assessment	b. Core Skills Framework has been used to provide a more focused syllabus and it has been reviewed for the following academic year. Students' learning portfolio has become a useful tool for learning, teaching and assessment. It is found that more students can handle the tasks and complete the work more independently.	b. Core Skills Framework should be kept and used next year. Student learning portfolios should be further developed into a resource book and used as a tool of continuous assessment. The contents should be reviewed regularly, and the use of the materials should be discussed and followed up more closely.
	c. To review the present S1 – S3 curriculum in order to include more interactive learning activities and to develop a school-based and student-oriented curriculum	c. The S1 – S3 teaching syllabus has been reviewed regularly, in formal and informal meetings, with the progress, students' feedback and teachers' suggestions taken into account.	c. The teaching syllabus should be reviewed and updated regularly.

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	d. To organize more competitions and life-wide learning activities e. To encourage students to take part in outside competitions	d. & e. A Home Economics club has been formed to coordinate HE-related activities including cooking workshops, sewing workshops and even social gatherings. The club has also conducted two competitions, namely cooking competition and sewing competition among partner schools.As about outside competitions, ATEC has sent students in the following outside competitions – slogan design competition under the Catering Industry Safety Award Scheme; Health Meals Design Competition organized by Lisa Magazine. Cooking Competition "香港最佳老友" 運動電能烹飪比賽 organized by Fu Hong Society. Moreover, our students have also won an award "The Most Creative Meal" in the competition.The general feedback from students was positive and encouraging. Not only students but also teachers have learnt a lot from the activities. Besides, we have co-organised a large competition called "中華百年文學作家作品人物造型設計比賽"with Kowloon Technical School and we provided support in terms of preparation venue, sewing skills, equipments etc. Besides inside and outside competitions, we have also organized other activities including such as –A visit to HK Heritage Museum, a talk on puberty and a cooking demonstration.	d. & e. More activities should be organized to provide more chance for students to learn outside formal lessons and it would be a good way to promote the image of ATEC.
2	**Professional Development**		
	a. To promote peer lesson observation among HE teachers and to conduct experience sharing sessions for professional development.	a. In 07 – 08, all teachers in the Home Economics Department have been involved in peer lesson observation – usually at least once as an observer, and once as the observed. Teachers are required to report their experience to the other teachers in experience-sharing sessions which are usually	a. Both peer lesson observation and experience-sharing should be carried on for teachers' professional development.

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		incorporated into our departmental meetings. Altogether 4 experience-sharing sessions have been conducted this year.	
	b. Teachers to take courses related to the subject and the new senior secondary curriculum	b. In 07 – 08, HE teachers have attended altogether 12 seminars/ workshops related to HE, while 4 teachers have attended qualification-bearing courses.	b. Also, teachers should be encouraged to take outside courses/ seminars/ workshops so as to keep up with their professional knowledge and the general development related to the subject.
3	**Working together with partner schools**		
	a. To provide modular courses on specific topics, besides formal lessons and the standard curriculum	a. A modular course has been conducted on 31/5/2008. 20 students took part in the course and the atmosphere was satisfactory.	a. More modular courses can be organized to supplement the formal curriculum.
	b. To organize more interschool competitions/ activities (as mentioned in 1 (d)	b. Students' work were displayed on Centre Open Day so that parents and teachers from partner schools can better understand ATEC.	b. The practice of displaying students' work should be kept and developed, and more inter-school activities be organized to promote the image of ATEC.
4	**Preparing for NSSC**		
	a. The NSSC working team will continue to explore the possibility of offering the new senior secondary curriculum to partner schools in 2009	a. 4 meetings had been held with a view to preparing for NSSC in 2009 and drafting a syllabus for "Technology & Living". Meanwhile, a bridging curriculum is being drafted for junior secondary students to prepare them better for taking NSSC.	a. To prepare better for the coming NSSC, it is more desirable, if 3 – 4 teachers, who are likely to take up teaching S4 Technology and Living in 2009, are assigned to form a research group which is responsible for preparing for the curriculum and teaching materials, and dealing with all related preparation work.
	b. To support and further develop ApL courses, Culinary Arts and Bakery & Pastry courses, at ATEC	b. Teachers and the teacher assistant have helped in running ApL Courses in various ways including acting as sit-in teachers and liaising with different parties. As about training, 2 teachers have got trained	b. Similarly, a group should be formed to look after ApL courses and deal with all related matters.

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		on food safety and acquired the professional qualification required. The two professional training kitchens, a preparation room and a food science laboratory are checked and updated regularly for running the ApL courses.	

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